

Cades Hebron Elementary

3783 Green Road
Cades, SC 29518

Grades	K-6 Elementary School	
Enrollment	254 Students	
Principal	Mrs. Mary Thames	843-389-3386
Superintendent	Kenneth Gardner, Ed.D.	843-355-5571
Board Chair	Mrs. Barbara McKenzie	843-382-3980

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	5	50	71	8

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Average	Unsatisfactory	Yes

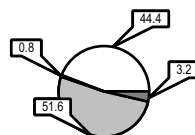
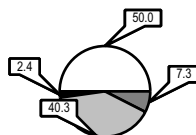
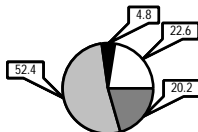
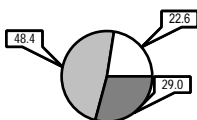
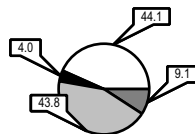
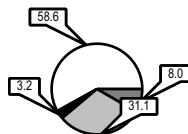
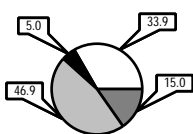
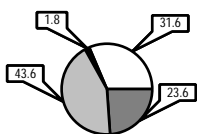
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	140	97.9	21.1	49.2	28.9	0.8	34.4	Yes	Yes
Gender									
Male	69	95.7	20.3	59.4	18.8	1.6	23.4		
Female	71	100.0	21.9	39.1	39.1	0.0	45.3		
Racial/Ethnic Group									
White	46	95.7	9.8	53.7	36.6	0.0	36.6	Yes	Yes
African American	89	98.9	25.6	47.7	25.6	1.2	33.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	97.9	18.4	49.4	32.2	0.0	48.3		
Disabled	46	97.8	26.8	48.8	22.0	2.4	4.9	I/S	Yes
Migrant Status									
Migrant	3	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	137	97.8	21.1	49.2	28.9	0.8	34.4		
English Proficiency									
Limited English Proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	137	97.8	21.1	49.2	28.9	0.8	34.4		
Socio-Economic Status									
Subsidized meals	118	97.5	24.3	47.7	27.1	0.9	30.8	Yes	Yes
Full-pay meals	22	100.0	4.8	57.1	38.1	0.0	52.4		

Mathematics – State Performance Objective = 36.7%									
All Students	140	100.0	22.3	53.1	19.2	5.4	34.6	Yes	Yes
Gender									
Male	69	100.0	19.7	54.5	18.2	7.6	36.4		
Female	71	100.0	25.0	51.6	20.3	3.1	32.8		
Racial/Ethnic Group									
White	46	100.0	19.0	50.0	23.8	7.1	45.2	Yes	Yes
African American	89	100.0	24.1	54.0	17.2	4.6	29.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	94	100.0	17.0	53.4	22.7	6.8	44.3		
Disabled	46	100.0	33.3	52.4	11.9	2.4	14.3	I/S	Yes
Migrant Status									
Migrant	3	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	137	100.0	22.3	53.1	19.2	5.4	34.6		
English Proficiency									
Limited English Proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	137	100.0	22.3	53.1	19.2	5.4	34.6		
Socio-Economic Status									
Subsidized meals	118	100.0	24.8	51.4	20.2	3.7	30.3	Yes	Yes
Full-pay meals	22	100.0	9.5	61.9	14.3	14.3	57.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	140	100.0	49.2	39.2	7.7	3.8	11.5
Gender							
Male	69	100.0	48.5	36.4	10.6	4.5	15.2
Female	71	100.0	50.0	42.2	4.7	3.1	7.8
Racial/Ethnic Group							
White	46	100.0	40.5	47.6	7.1	4.8	11.9
African American	89	100.0	52.9	35.6	8.0	3.4	11.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	100.0	42.0	45.5	10.2	2.3	12.5
Disabled	46	100.0	64.3	26.2	2.4	7.1	9.5
Migrant Status							
Migrant	3	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	137	100.0	49.2	39.2	7.7	3.8	11.5
English Proficiency							
Limited English Proficient	3	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	137	100.0	49.2	39.2	7.7	3.8	11.5
Socio-Economic Status							
Subsidized meals	118	100.0	56.0	34.9	4.6	4.6	9.2
Full-pay meals	22	100.0	14.3	61.9	23.8	0.0	23.8

Social Studies							
All Students	140	100.0	46.2	49.2	3.1	1.5	4.6
Gender							
Male	69	100.0	50.0	47.0	1.5	1.5	3.0
Female	71	100.0	42.2	51.6	4.7	1.6	6.3
Racial/Ethnic Group							
White	46	100.0	33.3	61.9	4.8	0.0	4.8
African American	89	100.0	52.9	42.5	2.3	2.3	4.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	94	100.0	38.6	56.8	3.4	1.1	4.5
Disabled	46	100.0	61.9	33.3	2.4	2.4	4.8
Migrant Status							
Migrant	3	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	137	100.0	46.2	49.2	3.1	1.5	4.6
English Proficiency							
Limited English Proficient	3	100.0	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	137	100.0	46.2	49.2	3.1	1.5	4.6
Socio-Economic Status							
Subsidized meals	118	100.0	49.5	45.9	2.8	1.8	4.6
Full-pay meals	22	100.0	28.6	66.7	4.8	0.0	4.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	40	100.0	12.5	47.5	40.0	N/A	40.0
	4	37	97.3	16.7	52.8	27.8	2.8	30.6
	5	30	100.0	20.0	50.0	30.0	N/A	30.0
	6	19	100.0	21.1	57.9	21.1	N/A	21.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	28	96.4	16.7	41.7	41.7	0.0	41.7
	4	44	95.5	23.7	52.6	23.7	0.0	23.7
	5	36	100.0	14.3	57.1	28.6	0.0	28.6
	6	32	100.0	32.0	40.0	28.0	0.0	28.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	40	100.0	25.0	72.5	2.5	N/A	2.5
	4	37	100.0	29.7	45.9	18.9	5.4	24.3
	5	30	100.0	26.7	53.3	20.0	N/A	20.0
	6	19	100.0	31.6	42.1	26.3	N/A	26.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	28	100.0	28.0	52.0	20.0	0.0	20.0
	4	44	100.0	20.5	53.8	25.6	0.0	25.6
	5	36	100.0	22.9	54.3	14.3	8.6	22.9
	6	32	100.0	20.0	48.0	20.0	12.0	32.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	56.0	36.0	8.0	0.0	8.0
	4	44	100.0	41.0	53.8	2.6	2.6	5.1
	5	36	100.0	54.3	37.1	2.9	5.7	8.6
	6	32	100.0	52.0	28.0	20.0	0.0	20.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	44.0	52.0	4.0	0.0	4.0
	4	44	100.0	30.8	69.2	0.0	0.0	0.0
	5	36	100.0	45.7	45.7	5.7	2.9	8.6
	6	32	100.0	64.0	32.0	4.0	0.0	4.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 254)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.6%	Down from 3.4%	4.0%	3.0%
Attendance rate	96.2%	Down from 97.7%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.3%	Down from 15.2%	5.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%	Down from 18.3%	4.2%	3.2%
Eligible for gifted and talented	4.0%	Up from 0.0%	5.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.9%	Down from 16.8%	7.8%	8.2%
Older than usual for grade	1.6%	Down from 2.2%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
Teachers (n= 20)				
Teachers with advanced degrees	50.0%	Down from 66.7%	50.6%	52.6%
Continuing contract teachers	55.0%	Down from 73.3%	78.9%	83.3%
Highly qualified teachers	78.9%	Down from 100.0%	92.7%	93.5%
Teachers with emergency or provisional certificates	12.5%	Down from 15.4%	1.1%	0.0%
Teachers returning from previous year	76.1%	Up from 72.1%	83.7%	87.0%
Teacher attendance rate	95.4%	Up from 93.6%	94.9%	95.0%
Average teacher salary	\$41,623	Down 5.1%	\$40,598	\$41,703
Prof. development days/teacher	17.6 days	Up from 13.3 days	12.8 days	12.8 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 20.6 to 1	17.1 to 1	18.8 to 1
Prime instructional time	91.2%	Up from 90.6%	89.1%	89.8%
Dollars spent per pupil*	\$7,105	Down 8.0%	\$7,105	\$6,242
Percent of expenditures for teacher salaries*	63.9%	Up from 62.1%	64.2%	65.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	93.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cades Hebron Elementary is committed to providing students with opportunities in an excellent, positive learning environment. Students use technology on a daily basis for enhancing reading, math, and science standards. Teachers use the computer-generated reports to target individual strengths and weaknesses. Staff members were provided opportunities to improve instruction and assessment in the classroom through school-wide staff development, "Assessing Standards in the Classroom." The training provided traditional and alternative assessment practices that are aligned with South Carolina curriculum standards.

Cades Hebron Elementary is also working to prepare confident, competent, and responsible individuals. Character education is integrated into daily classroom activities to ensure that students are demonstrating respect for self and others, taking responsibility for their actions, and following established rules. Service learning projects in each grade provide opportunities for our students to serve our community.

Our after-school program allowed us to further meet the academic, social, and physical needs of all children. The support of our parents and community members help ensure that these needs are met. Our staff, PTO, and School Improvement Council continue to work together in a positive, safe, and caring environment. Our goal is to provide students with the necessary skills to provide a base for all students to become lifelong learners and productive members of society.

Adrienne Keels, SIC Chair
Mary Thames, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	19	24	17
Percent satisfied with learning environment	100.0%	95.8%	82.4%
Percent satisfied with social and physical environment	94.4%	95.8%	64.7%
Percent satisfied with school-home relations	89.5%	95.8%	58.8%

*Only students at the highest elementary school grade level at this school and their parents were included.